

2022-2023

# COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	08X182
School Name	P.S. 182
Principal	Anne O'Grady

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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## SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

### Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor's **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

**The Education Planning Process**



The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school’s most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set specific, measurable, attainable, relevant and timely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals and plan action steps, they provide opportunities for all children to meet NYSED’s proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school’s Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the Comprehensive Education Plan. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program (IEP) Area of Concentration.

## **CEP Guidance on Conducting a Comprehensive Needs Assessment**

### **CEP Guidance on Conducting a Comprehensive Needs Assessment**

**Directions:** Conduct a comprehensive needs assessment for each Area of Concentration (AOC). The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
  - Qualitative and quantitative data, including pre-COVID-19 learning data
  - Potential ESSA Accountability Indicator Goal Sheet.
  - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.
- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
  - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and NYCDOE’s **State Accountability Resource Tool (StART)**, for specific NYSED accountability student subgroup information.
- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:
  - *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
  - *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
  - *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What*

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
  - How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?
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- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
    - What theories or hypotheses explain the current student and school outcomes?
    - Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.

## SECTION 2: SCHOOL INFORMATION

### School Information

School Name:	PS 182
District Borough Number (DBN):	08X182
Grades Served:	3K-Grade 5
School Address:	601 Stickball Blvd. Bronx NY 10473
Phone Number:	718-828-6607
Fax:	718-409-8152
School Contact Person:	Mary Oldak
School Contact Person Email Address:	moldak@schools.nyc.gov
Principal:	Anne O'Grady

United Federation of Teachers (UFT) Chapter Leader:	Elizabeth Kiernan
Parents' Association President:	Christina Williams
SLT Chairperson:	Mary Oldak
Title I Parent Advisory Council Chairperson (PAC):	Tanisha Robinson
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	N/A
School-Based Students in Temporary Housing (STH) Liaison:	Laraine Batis-Gelpi

## **District Information**

Geographic District:	08X
Superintendent:	Jennifer Joynt
Superintendent's Office Address:	1230 Zerega Ave Bronx NY 10462
Superintendent's Email Address:	jjoynt@schools.nyc.gov
Phone Number:	718-239-5890
Fax:	N/A

## **SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE**

### **School Leadership Team (SLT) Signature Page**

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with **Chancellor's Regulation A-655**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

**Directions:** List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature
Anne O'Grady	Principal	
Elizabeth Kiernan	*United Federation of Teachers (UFT) Chapter Leader	
Christina Williams	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President	
N/A	District Council 37 (DC 37) Representative (staff), if applicable	
Tanisha Robinson	Title I Parent Advisory Council Chairperson (or alternate)	
N/A	Student Representative (Required for high schools)	
N/A	Student Representative (Required for high schools)	
N/A	CBO Representative, if applicable	
N/A	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
N/A	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Marisol Guadalupe	Parent	
Tanisha Robinson	Parent	
Timothy Brewington	Parent	
Zoraida Padilla	Parent	
	Parent	
	Parent	
Michelle Camilleri	Staff	
Nicole Cerfeda	Staff	
Christal Forti	Staff	
Mary Oldak	Staff	
Gina Ronca	Staff	

## **Additional Stakeholder Signature Page**

**Directions:** Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED's guidance on **Requirements for Meaningful Stakeholder Participation** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	In Good Standing
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Provide your school's mission statement:	We are committed to building self-esteem and confidence, developing critical and creative thinking, stimulating curiosity and imagination, and instilling a love of learning. We set high expectations for all students and provide an opportunity for enrichment in the arts. We plan to accomplish our goals by providing a nurturing, positive environment and the educational resources and programs that will enable our children to become lifelong learners. Staff, parents, and members of the school community will work together to accomplish these goals.
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>PS 182 is a Title I elementary school in the Soundview section of the Bronx serving students in 3-K through Grade 5. Currently, there are approximately 580 students enrolled in the school. The 2019-20 school quality snapshot student demographics are Asian: 7%;Black: 22%; Hispanic or Latinx: 64%; White: 5%, Multiracial .06%; English language learners: 7.4%; Students with disabilities: 22%; Male: 48.5%;Female: 51.5%. The average attendance rate for the school year 2020-2021 was 93.0%. Our mission statement confirms our beliefs about education. We provide a nurturing, positive, safe and orderly environment and the educational resources and programs that will enable our children to become lifelong learners. Staff, parents and members of the school community work together to accomplish these goals. The school has many programs that support and enrich the instructional program; cultural celebrations, assembly programs, Citizen of the Month, Star Search Positive Behavior Reinforcement Program, Academic Intervention Services, Inside Broadway and Studio in a School. Assembly programs, residencies and trips provide multiple opportunities for students and teachers to interact in a positive, enriching environment. The 3K for All and PreK for All teaching staff integrate knowledge of children, child development and content to provide students with a developmentally appropriate educational experience. The NYC DOE Interdisciplinary Units of Study (PK) , Explorations (3K) and Let's Play provide the framework for instruction. These programs are aligned to the Head Start Early Learning Outcomes Framework and the PreK Foundation for the Common Core. PS 182 maintains a safe and orderly environment and a positive school climate, which provides an atmosphere conducive to learning. Upper elementary students are provided opportunities to develop leadership skills and responsibility through participation in the Fifth Grade Leadership Program and school service program which provides students with an opportunity to contribute to the greater school community. The schoolwide Book of the Month program focuses on a monthly theme to support social emotional learning and promote the principals of equity. The school's Multi-Tiered Systems of Support provides a framework to determine targeted support for struggling students. MTSS identifies struggling students early and intervenes quickly by tailoring services in the areas of academic growth, behavior, social and emotional needs, and absenteeism . The MTSS team promotes parent involvement, creates attendance plans, implements individual student intervention plans and integrates school and community resources. The Instructional Leadership Team practices "educational research in action". The team analyzes student achievement data to determine need and identify effective teaching practices which can be applied schoolwide. The Professional Development Team plans effective professional learning opportunities for teachers. The team utilizes a collaborative approach to professional learning to strengthen teachers' knowledge and to further develop and refine effective teaching practices. PS 182 enjoys collaborations with arts organizations: Studio in a School, Kaufman Music, Young Audiences, NYC Children's Theater, Encore Performing Arts, and Inside Broadway. These organizations provide arts enrichment to students and parent education in the arts and arts careers. Stephenson Health Center provides counseling, medical services, and referrals to other support agencies and are vital partners. We recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school provides parents with many opportunities to participate in their children's education. Our continuing efforts focus on strengthening home-school relationships and increasing parent and community involvement.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-5	Benchmark Education	Print and digital access to support shared and guided reading and writing.
ELA	K-5	RAZ Kids, SORA	Electronic Libraries to provide access to books and support independent reading
ELA	K-2	Wilson Foundations	Print and digital resources to support phonemic awareness and phonics development
ELA	K-5	i-Ready ELA	Adaptive ELA program to reinforce foundational and grade level content
Math	K-5	i-Ready Math	Adaptive math program to reinforce foundational and grade level content
Math	K-5	enVisions 2.0	Print and digital access to support mathematics instruction.
ELA	3K	NYC DOE Explorations	Heggerty Phonemic Awareness added to help develop early literacy skills
Mathematics	3K	NYC DOE Explorations	
ELA	PreK	NYC DOE Units of Study	Heggerty Phonemic Awareness added to help develop early literacy skills
Mathematics	PreK	NYC DOE Units of Study	Building Blocks Mathematics added to supplement units



## SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

**DIRECTIONS:** IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

**NOTE:** YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

### **AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA**

#### **Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Ensure that students receive increased time and engagement with independent reading.	Spring 2022 DRP Data indicates that overall 32.1% of students scored at, above or approaching end year targets. i-Ready June 2022 data supports this and indicates 37% of students are on or above grade level. Therefore according to the DRP data 67.9% are not yet reading on grade level. The percentage of students not yet reading at grade level is as follows: DRP EOY 2022 Grade 3 -75% Grade 4 -62.7% Grade 5 -65.8%	Students need sufficient time in school to read independently with appropriately leveled texts and coaching support from the teacher.
Ensure teachers receive appropriate and targeted professional development in implementing specific and individualized reading conferences.	Spring 2022 DRP Data indicates that overall 32.1% of students scored at, above or approaching end year targets. Therefore 67.9% are not yet reading on grade level. The percentage of students not yet reading at grade level is as follows: Grade 3 -75% Grade 4 -62.7% Grade 5 -65.8%	Teachers require additional training in selecting and implementing conferences to meet the students' needs.
Strengthen student academic and functional vocabulary	The i-Ready data suggests that Phonemic awareness (83%) and high frequency words (81%) are a relative strength while vocabulary and comprehension are a concern. In the domain of vocabulary, 35% of students scored in Tier 1 (on or approaching grade level); 45 in Tier 2 (1 year below) and 20% Tier 3(2 or more years below).	Students have not been given ample opportunities to articulate ideas and engage in robust conversations that require listening, extending and questioning ideas.
Build students' background knowledge	The i-Ready data suggests that Phonemic awareness (83%) and high frequency words (81%) are a relative strength while vocabulary and comprehension are a concern. In the domain of comprehension 43% of students scored in Tier 1 (literature) and 34% in Tier 1 (information); 34 and 39% scored in Tier 2 and 23 and 27% in Tier 3.	Students need more exposure to a wide vocabulary, background information and rich ideas through read aloud, text sets and high quality questions and conversations.
Strengthen phonemic awareness and phonics knowledge in Kindergarten-Grade 2 through differentiated Tier 2 Foundations interventions.	Acadience end of year data (EOY) indicates that overall 35% of students in K-2 scored at or above EOY benchmarks. Disaggregated data indicates that 23% of kindergarten students scored at or above EOY benchmarks, while 39% of Grade 1 students and 42% of Grade 2 students did so.	Teachers require additional professional development in understanding Acadience data and Tier 2 Foundations interventions.

**Elementary/Middle School ELA SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	67.9	By July, 2023, there will be a 10% decrease, from 67.9 to 57.9, in students scoring in Level 1 as measured by DRP (Grades 3-5) .
All Students	32.1	By June, 2023, There will be a 10% increase, from 32.1 to 42.1, in students scoring in levels 3 and 4 as measured by DRP.
All Students	65	By June, 2023, there will be a 10% decrease in students scoring in Level 1 from 65 to 55, as measured by Acadience.

### **Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Schoolwide administration of running records	Percent of students scoring below grade level (Levels 1 and 2)	67.9% of students performed below grade level	3% decrease in students scoring below grade level (level 1)	3% decrease in students scoring below grade level (level 1)	4% decrease in students scoring below grade level (level 1)
Schoolwide administration of running records	Percent of students scoring on or above grade level (Levels 3 and 4)	32.1% of students	3% increase in students on grade level	3% increase in students on grade level	4% increase in students on grade level
Foundations Unit Tests	Percent of students scoring below grade level (level 1)	49.1% of students	3% decrease in students scoring below grade level (level 1)	3% decrease in students scoring below grade level (level 1)	4% decrease in students scoring below grade level (level 1)

#### Action Planning - August to January

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	01/31/2022	Assign ELA point person for Grades K-2 and 3-5 to attend district level professional development and turnkey to staff.
09/13/2022	11/01/2022	Ongoing professional development in implementing Reading Conferences (Seravallo).
10/03/2022	12/21/2022	Classroom visits by administrators to provide feedback on reading conferences
09/08/2022	01/31/2023	Implement small group and individual reading conferences that are data based and address individual student needs
09/08/2022	01/31/2023	Instructional Leadership Team to review student reading data consult, collaborate and promote effective ELA teaching practices for independent reading/conferring.
10/17/2022	11/18/2022	Schedule schoolwide data collection of fountas and pinnell reading levels
10/03/2022	01/31/2023	Develop and implement an observation plan that includes reading "look fors" including both individual and small group reading conferences that promote student growth.
10/03/2022	01/31/2023	ELA Support Staff (dependent on funding) are scheduled to push into the classroom (K-2) for guided reading and independent reading/reading conferences.
10/03/2022	01/31/2023	ELA Support Staff (dependent on funding) is scheduled to push into the classroom 3 times per week(Grades 3-5) for guided reading and independent reading/reading conferences.
09/08/2022	01/31/2023	Independent reading scheduled five days a week in all K-Grade 5 classrooms.
09/08/2022	01/31/2023	A schoolwide writing period scheduled to 5 times per week (Kindergarten- Grade 5).
09/08/2022	01/31/2023	Schedule professional development in Tier 2 Interventions (Funhub) Kindergarten -Grade 2 during professional learning time.
09/08/2022	01/31/2023	Provide professional development to K-2 Teachers in Acadience data analysis during professional learning periods
09/08/2022	01/31/2023	Provide a series of professional development sessions to 3K-Grade 2 in Heggerty
09/08/2022	01/31/2023	Implement Heggerty Program 3K- Grade 2

#### Action Planning - February to June

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/28/2023	ELA point person for Grades K-2 and 3-5 to attend district level professional development and turnkey to staff.
02/01/2023	06/15/2023	Schedule schoolwide data collection of Fountas and Pinnell reading levels
02/01/2023	06/28/2023	Implement small group reading conferences that are data based and addresses individual student needs
02/01/2023	06/28/2023	Instructional Leadership Team to review student reading data consult, collaborate and promote effective ELA teaching practices for independent reading/conferencing.
02/01/2023	06/28/2023	Continue observation plan that includes reading "look fors" including both individual and small group conferences that promote student growth.
02/01/2023	06/28/2023	Independent reading is scheduled five days a week in all K-Grade 5 classrooms.
02/01/2023	06/28/2023	ELA Support Staff is scheduled to push in to the classroom (K-2) 5 days a week for guided reading and independent reading/conferences.
02/01/2023	06/28/2023	ELA Support Staff is scheduled to push in to the classroom (3-5) 3 days a week for guided reading and independent reading/conferences.

### **Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/03/2022	06/16/2023	Series of ELA parent workshops provided by ELA teachers/Assistant Principals. Topics to include understanding F/P levels, benchmark assessments, at home independent reading supports, electronic library access.	N/A
		N/A	N/A

Human Resources	Principal, Asst. Principals, lead teachers, parent coordinator, Title I Committee
Instructional Resources	Jennifer Serravallo Reading Strategies and Reading Conferences book, Shifting the Balance book, Teaching in Small Groups book, Cultivating Genius book, expanded CRSE Classroom libraries, electronic libraries, updated Benchmark Reading and Writing Program
Schedule Adjustments	Schedule inter-visitations
Other Resources Needed	Data tracker

## **AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH**

### **Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Ensure that teachers receive appropriate and targeted professional development in strengthening math fluency.	Data from the end year May 2022 i-Ready Mathematics diagnostic assessment indicates that overall 35% of students scored at or above typical growth. This breaks down as follows: Grade 2 30% Grade 3 33% Grade 4 45% Grade 5 60% Numbers and Operations data show that in all students- 51% scored in Tier 2 (one year below) and Tier 3 9%(2 or more years below). Student performance was impacted by a lack of fluency in basic addition and subtraction facts (Grades 2-4) and basic multiplication and division facts (Grade 5).	Classroom math fluency activities were not consistent or rigorous.
Ensure that teachers strengthen the students' mathematics discourse which will result in the understanding and use of mathematics vocabulary.	Data from the end year June 2022 i-Ready Mathematics diagnostic assessment indicates that overall 54% of students scored in Tier 2 (one grade level below) and 20% scored in Tier 3 (2 or more grade levels below). This breaks down as follows: Grade 2 64% Tier 2; 20% Tier 3 Grade 3 47% Tier 2; 24% Tier 3 Grade 4 42% Tier 2; 28% Tier 3 Grade 5 36% Tier 2; 28% Tier 3 Student performance was impacted by a tenuous understanding of essential mathematics vocabulary.	Students need multiple and regular opportunities to engage in mathematical discourse and practice using mathematics vocabulary.
Ensure teachers are provided systematic focused mathematics professional development on using the Next Generation Mathematical Standards to drive classroom instruction. .	Data from the end year June 2022 i-Ready Mathematics diagnostic assessment indicates that all mathematics domains require strengthening with approximately 50% of all students scoring one year below : Numbers and Operations- Tier 2 51% and Tier 3 9% Algebra and Algebraic Thinking- Tier 2 49% and Tier 3 17% Geometry- Tier 2 52% and Tier 3 25% Measurement and Data- Tier 2 51% Tier 3 20%	Teachers are not well versed in using the Next Generation Learning Standards to drive instruction.

**Elementary/Middle School Math SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	69 (i-Ready data)	By June, 2023, Elementary/Middle School Math for All Students will Decrease 10%, from 69 (i-Ready data) to 59 (or equivalent in NWEA MAP), as measured by NWEA MAP Growth .
All Students	50	By June, 2023, Elementary/Middle School Math for All Students will Increase 10%, from 50 to 10, as measured by NWEA Map Assessment.

**Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
MAP mathematics assessment	Percent of students scoring in low range	49.5%	3% decrease in students scoring Level 1	3% decrease in students scoring Level 1	4% decrease in students scoring below grade level
MAP mathematics assessment	Percent of students scoring on grade level	28.2%	3% increase in students scoring on or above grade level	3% increase in students scoring on or above grade level	4% increase in students scoring on or above grade level

**Action Planning - August to January**

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Key teachers (K-2) and (Grades 3-5) to attend ongoing district level Math professional development.
09/08/2022	01/31/2023	During the morning professional learning meeting, teachers will collaboratively plan Tier 1 math instruction that addresses the priority learning standards and includes daily math routines/practices to develop fluency and mathematical discourse.
09/12/2022	01/31/2023	Implement math routines across all grades Kindergarten-Grade 5
10/01/2022	01/31/2023	Develop an observation plan that includes the mathematical look-fors (priority learning standards, fluency/mathematical practices).
10/03/2022	01/31/2023	Instructional Leadership Team will review student data both quantitative and qualitative to determine educational next steps.
09/08/0022	01/31/2023	Teachers implement problem solving period 3 times per week (Grades K- Grade 5) focusing on extending critical thinking through mathematical discourse.
11/01/2022	01/31/2023	Teachers participate in inter-visitations to colleagues attending District 8 Math Professional Development focused on mathematical routines/practices and provide non-evaluative feedback to their peers.

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/28/2023	Identify key teachers to attend ongoing district level Math professional development.
02/01/2023	06/28/2023	Provide professional develop-ment on math routines/practices designed to improve fluency and mathematical discourse. PD will be facilitated by teachers who attended District level math PD.
02/01/2023	06/28/2023	During the morning professional learning meeting, teachers will collaboratively plan Tier 1 math instruction that includes daily math routines/practices to develop fluency and mathematical discourse.
02/01/2023	06/28/2023	Continue to implement observation plan that includes the mathematical "look-fors" (fluency/mathematical practices).
02/01/2023	06/28/2023	Instructional Leadership Team will review student data both quantitative and qualitative to determine educational next steps.
02/01/2023	06/28/2023	Teachers implement problem solving period 3 times per week (Grades K- Grade 5) focusing on extending critical thinking through mathematical discourse.
02/01/2023	06/28/2023	Teachers participate in inter-visitations to colleagues attending District 8 Math Professional Development focused on mathematical routines/practices and provide non-evaluative feedback to their peers.

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/19/2022	06/16/2023	Provide a series of math workshops for parents/families on topics such as developing fluency through games, problem solving, understanding everyday opportunities for math.	N/A
		N/A	N/A

Human Resources	Principal, Assistant Principals, Math Leads, ILT
Instructional Resources	enVisions Math, Fluency Math Kits, The 5 Practices
Schedule Adjustments	Inter-visitation schedule for teachers
Other Resources Needed	N/A

## **AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED**

### **Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Ensure opportunities for parents to be involved in school activities and in their child's learning. (Element: Strong Family-Community Ties)	On the 2022 School Survey, 76% of parents responded favorably to the question; however this was designated as being the greatest opportunity for growth.	COVID regulations only permitted some parents access to the building. Parent involvement activities were mainly remote but widely advertised.

**Supportive Environment Framework (SEF) - Required SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	76% of parents responded favorably that the school provided opportunities for parents to be involved in school activities and in their child's learning.	By June, 2023, practices related to Personal Attention & Support will improve 5%, from 76% of parents responding favorably that the school provided opportunities for parents to be involved in school activities and in their child's learning to 78%, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.

### **Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		Spring 2022			
Attendance records from parent teacher conferences, school parent meetings and parent workshops	Percent of families attending	38%	2%	2%	1%

### **Action Planning - August to January**

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	09/08/2022	Distribute updated ELA curriculum and Mosaic Librarian updates to classroom libraries
09/08/2022	01/31/2023	Engage teachers in professional development in the updated ELA curriculum including reading conferences, science of reading and shifting the balance, data dives and small group instruction.
09/08/2022	01/31/2023	Teachers will engage in collaborative planning 3X per week
09/08/2022	01/31/2023	ILT reviews ELA data (F/P, DRP, Acadience, MAP) to identify areas of growth and ongoing needs.
10/01/2021	01/31/2022	Equity team will provide professional development in the areas of equity, anti-bias, multicultural and culturally responsive pedagogies as guided by the NYC DOE Culturally Responsive Framework and by Ghody Muhammad.
10/01/2021	01/31/2022	Parent Coordinator will work with the Parent Advisory Committee to ascertain the needs and interests from the school community to address student learning, i.e. supporting academic growth, reducing remote learning deficits and improving student progress toward IEP goals.
10/01/2022	01/31/2022	Conduct parent workshops designed to address parent need and interest particularly in student learning, i.e. supporting academic growth, reducing remote learning deficits and improving student progress toward IEP goals.

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/28/2023	ILT reviews ELA data (F/P, DRP, Acadience, MAP) to identify areas of growth and ongoing needs.
02/01/2023	06/28/2023	Engage teachers in professional development on using data to inform instructional next steps.
02/01/2023	06/28/2023	Teachers will continue to engage in collaborative planning 3X per week
02/01/2023	06/28/2023	Equity team will provide professional development in the areas of equity, anti-bias, multicultural and culturally responsive pedagogies as guided by the NYC DOE Culturally Responsive Framework.
02/01/2023	06/28/2023	Conduct parent workshops designed to address parent need and interest particularly in student learning, i.e. supporting academic growth, reducing remote learning deficits and improving student progress toward IEP goals.

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/03/2022	06/16/2023	Ongoing parent workshops/individual meetings in supporting students' learning at home, understanding benchmark assessments and accessing electronic libraries and other resources.	N/A
		N/A	N/A



Human Resources	Principal, Assistant Principal, Social Worker, Guidance Counselor, Parent Coordinator, ULit Coach
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	Data Tracker

## AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Description of specially designed instruction aligned throughout all sections of the IEP	IEP review 2022	general statements in accommodations section

**Quality Individualized Education Program SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	50	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve the description of specially designed instruction aligned throughout the IEP by an increase of 10%, from 50% to 60%, as measured by IEP Reviews.

### Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2023			
IEP Review Questions	Review question: Do the accommodations recommended support the student in accessing, participating and making progress within the general education curriculum.	50	3	3	4

**Action Planning**

**Directions:** Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/12/2022	06/24/2023	Within the Accommodations section of the IEP, ensuring all statements are sound, evidence-based and strongly connect to the student accessing the general education curriculum and provides specific details about how, when, how often and to what degree accommodations are to be implemented.	IEP teacher will provide professional development to individual teachers on writing quality IEP's with special attention to the area of accommodations, as needed
09/12/2022	06/24/2023	Within the Accommodations section of the IEP, ensuring all statements are sound, evidence-based and strongly connect to the student accessing the general education curriculum and provides specific details about who, when, how often and to what degree accommodations are to be implemented.	IEP teacher will join teacher team meetings for ongoing support on writing quality IEP's with a focus on the area of accommodations.

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/04/2021	06/15/2022	Provide ongoing parent workshops and/or individual meetings on academic recovery plans, referral process, and IEP implementation.	N/A
		N/A	N/A

Human Resources	Principal, Asst. Principal, School Social Worker, School Psychologist, IEP Teacher, MTSS Team
Instructional Resources	IEP Review Questions
Schedule Adjustments	N/A
Other Resources Needed	N/A

## SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

### Academic Support

**NYCDOE Multi-Tiered Systems of Support (MTSS)** align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and

linguistically diverse students.

**Directions:** Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2 ELA	Student identified as Level 1 and 2 as determined by running records (F/P Levels).	Soar to Success	small group (pull-out)	during school	No
Tier 2 ELA	Student identified as Level 1 and 2 determined by running records (F/P Levels).	Benchmark Education/Geodes decodable texts	small group (classroom)	during school	No
Tier 2 ELA	Student identified as Level 1 and 2 determined by running records (F/P Levels).	i-Ready	small group (classroom)	during school	Yes
Tier 3 ELA	Kindergarten to grade 5 student identified as reading more than 2 levels below grade level as determined by running records.	SPIRE	small group (pull out)	during school	No
Tier 2 Math	Kindergarten to Grade 5 student identified as performing below grade level on enVisions topic assessments	enVisions 2.0 Levelled Assignments	small group (classroom)	during school	No
Tier 2 Math	Grades 2-5 student identified as performing below grade level on enVisions topic assessments	i-Ready	small group (classroom)	during school	Yes
Tier 3 Math	Kindergarten to Grade 5 student identified as performing far below grade level on enVisions topic assessments	enVisions 2.0 Intervention Activities	one-to-one (classroom)	during school	No
Tier 2 ELA	Kindergarten to Grade 2 students scoring below grade level on Acadience Assessment	Wilson Foundations Double Dose	small group (classroom)	during school	No
Tier 3 ELA	Kindergarten to Grade 2 students scoring far below grade level on Acadience Assessment	Wilson Foundations	one-to-one (classroom)	during school	No
Enrichment ELA Tier 2	Reading above grade level	Student led book clubs	Small group	During ELA period	No
Enrichment Math Tier 2	Math level 4	Problem Solving	Small group	During problem solving period	No

## **Student Social/Emotional Support**

**Directions:** Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	MTSS review	At risk counseling	Small group	During school	No
Tier 3	OORS data, teacher anecdotal, parent request, agency request, MTSS review	At risk counseling	One to one counseling	During school	No

## Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

Identify the number of Students in Temporary Housing who are currently attending your school.  Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	51 (8.7%)
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Describe the services you are planning to provide to the STH population.	Assign STH Coordinator to welcome students and families who are experiencing home insecurities and expedite their enrollment. Title I, Part A funds will be used to provide a wide variety of services to homeless students. Assist families with obtaining needed school supplies and technology. Conduct outreach as appropriate to outside agencies working with the family. Establish transportation for STH students by providing busing or metro cards. As appropriate provide subsidized metro card for parents. The school provides academic and SEL services for students in need.
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## SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

### Parent and Family Engagement Policy

**Directions:** The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

### Support for Parents and Family Members of Title I Students

PS 182 will support parents and family members of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

### Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact;
- engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional learning, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed.

### Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

## **School-Parent Compact (SPC)**

### School-Parent Compact (SPC)

PS 182, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

#### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting each school year for parents and family members of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent and Family Engagement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

#### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

#### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents and family members;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

#### II. Parent/Guardian Responsibilities

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent and Family Engagement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Advisory Council, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

#### III. Student Responsibilities

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

# APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

## LANGUAGE ALLOCATION POLICY OUTLINE

### Language Allocation Policy Outline

#### 2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs** and **LAP InfoHub**.

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## PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

For additional information, refer to **School ML/ELL Profile Professional Learning Module**.

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### A. School Information

District:	08
Borough:	Bronx
School Number:	182

### B. Language Allocation Policy Team Composition

The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Member Title	Name
Principal	Anne O'Grady
Assistant Principal	Mary Oldak
AIS Teacher	Dawn Granieri
English as a New Language (ENL)/Bilingual Teacher	Maria Galifi
School Counselor	Laraine Batis Gelpi
Teacher/Early Childhood	Wendy Mercado
Teacher/AIS	Elizabeth Kiernan
Parent	Marisol Guadalupe
Parent Coordinator	Betty Williams
IEP Teacher	Jamie Curcio

## **C. Teacher Qualifications**

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

### **1. English to Speakers of Other Languages (ESOL) Certified Teacher**

Number of ESOL certified teachers currently teaching ENL:	1
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	0

### **2. Certified Teachers with a Bilingual Extension**

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

### **3. Foreign Language/World Language Certified Teachers**

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7-12]:	0
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## D. Student Demographics

Total number of students at your school (excluding pre-K):	455
Total number of current ELLs at your school:	49
Total percentage (%) of current ELLs at your school:	10.7
Total number of former ELLs at your school:	8
Total percentage (%) of former ELLs at your school:	2

## PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2022-23 school year*. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

### ■ Bilingual Programs in Grades K to 12

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE				0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE				0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE				0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL					0												0
DL																	0
DL				0													0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
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## PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner's Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

For additional information, refer to **ML/ELL Programming Professional Learning Module**.

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>P.S. 182 delivers instruction to ELL students through a Freestanding English as a New Language program. The program emphasizes English language acquisition by providing instruction in English with home language support. As per CR Part 154, the school has adopted a combination of both stand-alone ENL and integrated ENL to serve the ELL population. Stand-alone ENL is implemented in a small group setting. For stand-alone ENL, the groups consist of students at the entering and emerging proficiency levels with a maximum grade span of two contiguous grades.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Integrated ENL is delivered to ELL and entitled ML students through a co-teaching model by a certified ENL teacher and a certified teacher. The integrated method includes content area subject matter and English language development using ENL strategies. The grouping for integrated ENL instruction consists of mixed proficiency levels in one grade. The instruction is differentiated to provide access to the curriculum to all students.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>▪ Transitional Bilingual Education (TBE) program</li> <li>▪ Dual Language (DL) program</li> </ul>	<p>N/A</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>PS 182 provides an ESL program. Students at the entering and emerging levels receive 360 minutes per week of ENL instructional time (180 minutes of stand alone ENL and 180 minutes of integrated ENL). Students at the transitioning and expanding levels of proficiency receive 180 minutes per week of ENL instruction via the integrated ENL model. Former ELLs continue to receive services (90 minutes per week of integrated ENL) for an additional two years.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>N/A</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>N/A</p>
<p>How is the students' home language integrated into instruction?</p>	<p>N/A</p>

## PART IV: ASSESSMENT ANALYSIS

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>There are 39 Newcomers or 78.0% of ELL students. No students were identified as SIFE. The primary instructional goal of the Stand-alone component is language development. However, language development is never in isolation of content. The Stand-alone component is aligned to the grade level content and standards. The ESL teacher is aligning her language instruction to the content area instruction and selecting key texts with rich language and content. One primary focus of ESL instruction to Newcomers is the development of everyday and academic language simultaneously by leveraging home language support and the strategic use of scaffolds.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>Currently there is one students who has 6 years of service. LTELLs may have strong oral language but still they need to develop academic oral and written language. The need for this group to build their literacy skills and to learn how to use language for academic purposes in order to meet the demands of schooling. Classroom teachers and content-area teachers are cognizant to select and set goals for LTELL students in reading, writing, language, speaking, and behavior, and then provide time to reflect on them at set intervals. Teachers use modeling, small group instruction and mentor texts to help students understand what is expected and how to do it. Classroom discussions are encouraged to build knowledge and language. Flexible grouping allows teachers to group students strategically for specific purposes, and then change the groups once the task of the group has been accomplished. This provides the opportunity to provide both support or enrichment as needed. Opportunities are embedded for structured language development through student presentations and debates. Teachers across content areas develop both content and language objectives for their lessons. Within the classroom, successful practices to serve. Teachers incorporate home languages, cultures, and experiences into instruction, maintaining academic rigor in both content and literacy development.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>There are 7 former ELL's or 1.6%. Students continue to receive 90 minutes of integrated ENL instruction with the ESL teacher. Former ELLs are provided with the opportunity to demonstrate their content knowledge and continue to develop their linguistic and academic skills while being supported by the ENL Teacher. Former ELLs continue to receive applicable test accommodations for all tests.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>Spring 2021 NYSESLAT results indicate: Kindergarten- 0 students tested Grade 1 1/2 students tested low in writing and speaking Grade 2 0/1 students scored in the low or high range in any modality Grade 3- 3/5 students scored high in the speaking modality; 1/5 scored high in listening and 0/5 scored low in any modality. Grade 4, 1/3 students tested high in speaking and 0/3 students scored in the low range in any modality. Grade 5, 3/6 students scored high in speaking and 1/6 students scored low in reading, writing and speaking. Overall students performed higher in speaking than other modalities. Students need to build their literacy skills and to develop academic language.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>One ELL transitioning level student and one former ELL commanding Level student in Grade 4 took the NYS tests in English Language Arts and Mathematics. One student scored in Level 2 ELA and Level 1 in Math and the other scores Level 4 in both ELA and Math respectively. The limited size of the test pool prevents any analysis.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>7% of ELL and former ELL students are identified as having no at risk indicators. 79% have 1 or 2 at risk indicators. 8.8% are identified as having 3 at risk indicators 5.3% of students are identified as having 4 or 5 at risk indicators. 78% of ELL's are newcomers. The most prevalent at risk indicator is the lack of growth from the 2019 NYSESLAT to the 2021 NYSESLAT (5 students or 8.8%). An additional risk factor highlighted by the EDAT is that 7 students (12.3%) are identified as living in temporary housing. There is a direct correlation between attendance and achievement. Overall, ELL student attendance data reflects that 32.6% or 16 students' attendance is below the school average attendance of 88%. Currently 22 (44.9%) ELL students are identified as chronically absent designated by attendance below 90%.</p>

<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>Spanish has the largest representation at the school( 55 students), followed by Arabic (11 students%). The school utilizes teachers who speak another language as well as the DOE translation and interpretation unit to facilitate communication with non English speaking families. All written communication, i.e. emails, parent letters, notices are translated into families' home languages. School flyers and posters are displayed in multiple languages. Electronic translators allow the school the immediate ability to communicate with families. The school budget supports the hiring of translators as necessary for meetings, workshops and events. The school supplies all students with an electronic device which provides access to translators and e-books in their home language.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education</b> (CR-SE)?</p>	<p>61.7% of ELLs identify as Hispanic: 6 identify as Native Indian or Alaskan Native; 6 as Black; 2 as Multi-racial and 15 as White. 38.3% of ELLs identify as non-Hispanic: 4 identify as Asian, 5 as Black and 9 as White. We provide a welcoming and affirming environment by valuing and acknowledging the varied experiences, perspectives and needs that students bring into the classroom - whether they be connected to racial/cultural background, language, disability or other - as essential assets and resources for learning. We hold high expectations for all students and provide rigorous instruction through the use of inclusive curricula and pedagogy that are academically challenging, honor and reflect students' diversity, connect learning to students' lives and identities, challenge students to be critical thinkers. MLLs/ELLs acquire advanced literacy skills so they are equally prepared to engage in standards-based instruction and view the word with a critical lens. All students are provided with an inclusive curriculum. Current events are incorporated into ELA and Social Studies instruction. Resources are written and developed by racially, culturally, and linguistically diverse perspectives. Instructional strategies are adapted to diverse learning styles.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>There were 6 ELL students identified as having an IEP. Currently there are no students identified as SIFE. Four of the six students were identified as requiring Speech and Languages services. All 6 students read below grade level.</p>

## PART V: ML/ELL INSTRUCTION

### Strengthen Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The ILT considers all student achievement data including the Early Warning At risk Indicators, modality strengths and needs outlined in the ELL Data Analysis tool to make informed decisions about instruction. The ILT supports the school in ensuring that curricula is culturally relevant and reflects the diverse community of the school.</p>
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<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>The school provides English as a New Language. All instruction is in English. P.S. 182 delivers instruction to ELL students through a Freestanding English as a new language program. The program emphasizes English language acquisition by providing instruction in English with home language support. As per CR Part 154, the school has adopted a combination of both stand-alone ENL and integrated ENL to serve the ELL population. Stand-alone ENL is implemented in a small group setting. For stand-alone ENL, the groups consist of students at the entering and emerging proficiency levels with a maximum grade span of two contiguous grades. Integrated ENL is delivered through a co-teaching model by a certified ENL teacher and a certified content area teacher. The integrated method includes content area subject matter and English language development using ENL strategies. The grouping for integrated ENL instruction consists of mixed proficiency levels in one grade. Teachers support science and language learning through the use of literacy strategies, language support strategies for ELLs, discourse strategies with ELLs, use of visual aids, demonstrations, explicit teaching and project based learning. Teachers support math and language learning by modeling , creating visuals and describing with words symbols or numbers. Teachers focus their efforts on on students' mathematical reasoning, not accuracy in using language., providing opportunities to engage in mathematical discourse and vocabulary use, opportunities to demonstrate understanding and problem solving with manipulatives and /or symbolic solutions , presenting math concepts visually and provide scaffolds to support ELLs understanding of mathematical problems.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>Teachers of ELL students are encouraged to speak more slowly and to speak clearly, use visuals, scaffold instruction, target vocabulary words and development, connect concepts to students' experiences, promote peer interactions, and adapt materials and provide supplementary materials for ELLs. Teachers use supports to make academic content more comprehensible for ELLs by incorporating language development and content into each lesson; building background knowledge: using students' knowledge and prior experience to connect to new content; ensuring that ELLs understand classroom dialogue and texts (by modeling tasks, or using visuals, manipulatives, and other methods to deliver academic content); teaching strategies explicitly, scaffolded strategy use, and promoting higher order thinking skills, encouraging the use of elaborated speech and appropriate student groupings for language development; planning activities that build on and extend language and content development; assessing student learning, and providing students with feedback. Teachers of ELLs, including ELL students with IEP's, use the school's core curriculum to teach the content areas. This includes the following programs: EnVisions Math, Amplify Science and Passport to Social Studies. Envisions Math has on-line resources and digital tools and videos for students to access. I-Ready Math, a digital program, is used as a Tier 2 support both for intervention and enrichment. I-Ready is a self scaling program that meets students' individual needs. The program uses an enhanced and strategic approach to math instruction, focusing on reason, problem solving, and student-to-student conversations about conceptual mastery. Students have the opportunity to tackle complex concepts, and hone their critical thinking skills about mathematics. Amplify Science encourages students to think like scientists and engineers through investigative units and includes hands-on experiments. Nonfiction student texts support the investigations and expose students to academic language in the area of science. In Literacy, students participate in the workshop model for reading and writing. Students have access to a wide variety of texts. Students participate in shared reading and writing, guided reading and writing, word study/phonics and independent reading and writing. All students receive grade level instruction during shared reading and writing. Students read independently on their reading level. Teachers confer with students and develop individual goals for reading and writing. I-Ready Reading is a digital program that is self scaling and provides additional support in reading skills and strategies. Classroom libraries offer students a wealth of reading materials to choose from.</p>

<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>The ENL teacher collaborates with the classroom teachers (GE and SE) and service providers during the daily common planning time to ensure that instruction is provided to support both the language-learning and disability-related needs of the students. The ENL teacher includes the special education students with the general education ENL groups and provides all the educational scaffolds to support them with attaining academic success. Teachers scaffold academic language and complex content to support students' participation in content areas as follows: 1. Language functions and structures are taught within the context of the lesson 2. Teachers use scaffolds such as visuals, TPR, and realia to support students' understanding of the main academic content 3. Teachers use a wide range of print, visual, and digital resources designed for developing English proficiency 4. Teachers model the use of language in ways in which students are expected to participate 5. Teachers use stories that are based on the students' culture that will connect to students' prior experience 6. Students participate in activities that promote academic discourse and accountable talk</p>
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## **Know Every Student Well**

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>ELL students are screened on the same early reading indicators as native English language speakers, including phonological awareness, letter knowledge, and word and text reading. The school administers the Acadience Screener (K- Grade 2) to assess students 3X a year. Data from these screeners are used to plan targeted lessons in ELA. In addition the school administers Fountas and Pinnell reading assessments, DRP and i-Ready assessments to students 3X a year in Grades 3-5. The Instructional Leadership Team including school administrators review data during weekly meetings and disaggregate data to classroom and content area teachers. Students in Kindergarten -Grade 2 requiring additional phonics/phonemic awareness instruction are identified and receive Tier 2 Foundations and/or Heggerty Phonemic Awareness. Data from other reading assessments K-5 is reviewed and small flexible groups are formed for guided reading. Students identified as requiring Tier 2 support receive additional small group targeted reading.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>ELL's participate along with their English speaking peers in all needed interventions based on their academic need and provided by the school. Small-group reading instruction is provided in the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Students are provided with small group math instruction based on assessment data. all instruction is provided in English.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>Data is used to make educational decisions about changes in roles, instruction, and/or services. Students are provided with targeted instruction designed to match their learning needs as demonstrated on periodically administered assessments. English Language Learners who score below specified levels of performance on assessments are monitored to determine if additional support services are needed. In addition to classroom performance and assessment data, the school also takes into consideration evidence such as number of years of instruction in an ENL program, English and home literacy, content area teacher recommendations, and a bilingual educational evaluation if the student is suspected of having a disability.</p>

<p><b>FORMATIVE</b></p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Formative assessments are given throughout a lesson or unit in all curriculum areas. These are both formal and informal tasks. The purpose of the formative assessment is for the teacher to have an understanding of what information students have mastered in a lesson or unit. In order to help students meet grade level expectations, teachers use data from multiple assessments to gauge the mastery level of students and adjust instruction. Schoolwide, we administer the Fountas and Pinnell Reading Assessment (K- Grade 5) to determine students' independent and instructional levels. This reading inventory provides teachers with the information needed to assess students' weaknesses and strengths in reading and to inform their instruction. The school also administers the DRP (Grades 2-5) and MAP assessments in ELA and Math (Grades 1-5).</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>The school provides math and science exams in the home language of the students when possible and as needed. During NYS Standardized testing in content areas, students are provided access to translated versions of the test as available. As needed, when no translated version is available, language translation services are purchased by the school for qualified students. Students also have access to word for word glossaries.</p>
<p><b>SUMMATIVE</b></p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>The NYSESLAT and NYS Standardized Tests in ELA and Math are used to evaluate the ELL program. The ELL Data Analysis Tool provides the school with a modality analysis and lists strengths, needs and early warning at risk indicators. The ILT reviews the EDAT to determine priority focus areas for ENL instruction.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The Principal identifies a staff member to coordinate and execute the NYSESLAT administration. The Test Coordinator attends the NYC DOE Spring Test Coordinator Training that covers test protocols, test security, and test administration for state assessments administered in the spring. ATS RLER is accessed to identify ELL eligibility for the NYSESLAT. Families are informed of the upcoming test and ATS RAPL is used to identify the preferred language of communication of families. Families receive an the NYSESLAT for families letter and the NYSED NYSESLAT Parent Guide in the family's preferred language. The certified ESL teacher, literacy teacher and/or an administrators attends professional learning on the NYSESLAT administration and scoring. The NYSESLAT is administered by the ELL teacher and the Literacy Teacher. The NYSESLAT is scored by a team of teachers ensuring that no one scores their own students tests. During the NYSESLAT administration window, current and former ELLs receive mandated stand-alone and integrated ENL instruction through the use of short-term substitute teachers.</p>

## **Shared and Inclusive Curriculum**

<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>The ENL teacher collaborates with the classroom teachers (GE and SE) and service providers during the daily common planning time to ensure that instruction is provided to support both the language-learning and disability-related needs of the students. The ENL teacher includes the special education students with the general education ENL groups and provides all the educational scaffolds to support them with attaining academic success. Teachers scaffold academic language and complex content to support students' participation in content areas as follows: 1. Language functions and structures are taught within the context of the lesson 2. Teachers use scaffolds such as visuals, TPR, and realia to support students' understanding of the main academic content 3. Teachers use a wide range of print, visual, and digital resources designed for developing English proficiency 4. Teachers model the use of language in ways in which students are expected to participate 5. Teachers use stories that are based on the students' culture that will connect to students' prior experience 6. Students participate in activities that promote academic discourse and accountable talk 7. Students are enrolled in an interactive vocabulary and phonics software program which promotes language and vocabulary acquisition</p>
<p>b. SIFE</p>	<p>The ENL teacher collaborates with the classroom teachers and guidance counselor during the daily common planning time to ensure that instruction is provided to support both the language-learning and meets SIFE-related needs of the students. The MTSS team meets to develop an academic intervention plan to address the students' linguistic and academic needs.</p>
<p>c. Newcomer</p>	<p>ELLs receive differentiated instruction during the literacy block as well as support with vocabulary acquisition and structures of the English Language during the stand alone ENL sessions. The students receive focused, intensive small-group interventions for English Language Learners determined to be at-risk during the school day and through AIS. The interventions will include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit and direct instruction is the primary means of instructional delivery. The students are assessed using multiple measures including ELL periodic assessments, informal reading inventories, and Fountas and Pinnell reading assessments. The data is analyzed to determine instructional focus. The ENL teacher uses a variety of strategies to make information comprehensible for students at the pre-production and early production stages of second language acquisition including total physical response, the use of visual aides, realia and manipulatives..</p>
<p>d. Developing</p>	<p>The ENL teacher collaborates with the classroom teachers during the daily common planning time to ensure that instruction is provided to support developing ELLs. The ENL teacher differentiates for developing ELLs by using scaffolds when introducing new vocabulary and gradually increasing the level of difficulty, integrating language and content, and planning lessons which provide students with opportunities to develop language fluency and demonstrate their second language productive skills.</p>
<p>e. Long Term</p>	<p>The ENL teacher collaborates with the classroom teachers during the daily common planning time. The ENL teacher differentiates for Long Term ELLs by providing supports in all academic areas, providing opportunities for interaction and discourse, supporting literacy development, and the development of writing skills. Provided materials are relevant, age appropriate and align and connect to academic courses.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>The ENL teacher collaborates with the classroom teachers during the daily common planning time. By identifying and emphasizing the language forms, functions, and vocabulary necessary to be successful, teachers plan supports to help students meet content area demands. Teachers employ various scaffolds to help these students meet grade level expectations. -</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>The school provides ENL services only. Students are assessed in English on the NYSITEL. Spanish speaking students who are identified as ELL are assessed in Spanish on the SLAB. In the classroom, students are encouraged to see connections between their languages and understand how languages are structured and organized. Teachers use their collective skills and knowledge of all students (both ELL and English only students) in the classroom.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>N/A</p>



## 21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>The professional development plan is created each year and will include dedicated time to SEL and trauma responsive educational practices. Attending to trauma among our students advances equity. Our ELL students may be at a higher risk of being exposed to adverse events. This could include bullying due to cultural differences or immigration status. The school's professional development plan also includes time for workshops provided by the school's Equity Team to advance equity and excellence for all.</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>In order to comply with the Jose P. mandates, professional development in meeting the needs of ELL students will be scheduled during grade level conferences, faculty conferences, and designated professional development days. All teachers at P.S. 182 receive professional development that specifically addresses the needs of English language learners. 15% of the required professional development hours for all teachers is dedicated to language acquisition, best practices for co-teaching, and integrating language and content instruction for English Language Learners. This is achieved through professional learning communities during which the ENL teacher facilitates research, discussion, and professional reading centered around the needs of English language learners. The ENL teacher receives a minimum of 50% of the required professional development hours dedicated to language acquisition in alignment with core content instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teacher receives professional development at on-going training at district level meetings. In addition, the ENL teacher attends compliance professional development meetings provided by the New York City Department of Education.</p>

## Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>Parents are provided opportunities to be actively involved in establishing school based policies and recommendations by serving as members of the School Leadership Team or Parent Association. Parents are encouraged to attend our monthly PA meetings. The school encourages parents to share in student successes through monthly assemblies, which encourage students to succeed at the highest possible level. Parents are encouraged to assist in the school through a volunteer program. Parents may work in classrooms, the library, offices, and other school activities to supplement and complement the efforts of the school. Title 1 workshops provide opportunities for parents to assist their children at home in their academic studies. Regular written communication reflecting on-going day-to-day activities in the school is disseminated to the parents in multiple languages. The parent coordinator reaches out to parents in the preferred language (with the assistance of the translation and interpretation unit) to notify parents of these opportunities.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>The ENL teacher will reach out to parents to set up individual meetings at least once a year, in addition to parent-teacher conferences and initial parent orientations. These meetings will take place during the designated parent engagement period. During the meetings the ENL teacher will discuss the goals of the program, the child's language development progress, assessment results and language development needs. The ENL teacher will get assistance from a bilingual staff member or utilize the NYC DOE interpretation unit to ensure that the meeting is conducted in the language that the parent or guardian best understands. The ENL teacher will keep sign in sheets and notes from individual parent meetings. The ENL teacher will also keep a log of outreach to parents.</p>

## Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>N/A</p>
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## PART VI: ELL IDENTIFICATION ATTESTATION

## Identification Plan

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>The Home Language Survey is administered to all newly enrolled students at registration and an interview is conducted to determine home language. The NYSITELL is administered to eligible students with a home language other than English. A parent orientation meeting is held and parents are asked to choose a program. Written notifications notify parents of the NYSITELL results and are sent in the parents' home language.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The identification team team includes the ENL teacher, the test coordinator, reading teacher, guidance counselor, IEP Teacher and the assistant principals. Staff members administer the Home Language Identification Survey (HLIS) during the registration process which includes an informal oral interview in English or in the native language. The HLIS is administered upon registration. If a translator is not available at the school at the time of registration, the school utilizes the DOE's translation and interpretation unit to ensure that parents receive language assistance. For students whose home language is not English, a staff member will interview the student, review his/her school work (if available), and review the Individualized Education Program (if applicable) in order to determine NYSITELL eligibility. The NYSITELL is administered within 10 school days of enrollment. The RLAT report in ATS is reviewed to determine each students' service eligibility. Spanish speaking students who qualify for services are administered the Spanish LAB during the same 10-day testing window.</p>

## PART VII: LAP ASSURANCES

### LAP Assurances Page

For additional information, refer to **LAP Assurances Professional Learning Module**.

[Download a blank LAP assurances page.](#)

## APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

### LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Betty	Williams	Parent Coordinator	2022	Yes	Betty Williams

If not, please list the name and title of the primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes
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**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education (**Chancellor’s Regulation A-663**).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents whose preferred language is other than English (not just parents of ELL students).

## PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS WHOSE PREFERRED LANGUAGE IS OTHER THAN ENGLISH

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Arabic	6	1.2%	6	1.2%
Bengali	5	0.9%	5	0.9%
English	450	86.5%	456	87.6%
Spanish	58	11.2%	61	11.7%
French	1	.02%	1	.02%

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	1	10

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>Home Language Surveys are reviewed by the classroom teacher to determine parents/guardians who require translation or oral interpretation services. Parent and phone contact by the Parent Coordinator and the ATS printouts will also be used to determine families who may require translation services. An (RSEC) Report was printed (Ethnic Census Report for PS 182) and the Adult Preferred Language Report (RAPL) to identify the written and oral translation needs of the parents. This information is given to the classroom teachers. The Home Language Report (RHLA) indicates that the home languages other than English at P.S. 182 are as follows: Home Language Arabic 6 Bengali 5 English 497 French 1 Spanish 61</p>
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**PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES**

1. List the documents your school typically disseminates every year that require translation, such as newsletter or flyers, roughly when they will be distributed to families, and plans to translate the documents.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Parent Letters	September- June Frequency at least 1 per month	The NYC DOE Translation Unit provides free translation services to schools. The school will contact the translation unit regarding translation needs. The following Translation Services are available for all DOE schools and offices: Types of Documents Languages Available For Schools Letters, Notices, Flyers, Consent Forms, Parent Handbooks All Languages. The school will complete a Translation Request Form and submit it to translations along with the file to be translated. Once the request has been received, the project will be assessed and an estimated completion date will be provided. Once the project has been completed, the translations will be returned as PDF files via e-mail and will contain a unique project number and the language of the document in the footer of each translated page for identification purposes. If a letter or email must go home immediately, an electronic translator is used and a message to parents states that the letter was translated using an electronic translator.
Workshop Flyers	October - June	If a vendor is used, the vendor provides the translated flyers. If that is not available, flyers are sent to the Translation Unit.
Parent letters and communications	September -June Frequency at least once a month	The new DOE messaging app is used to send information to parents. The app offers immediate written translation of messages but does not translate attachments. Parent letter information is copied directly into the app if translation is needed.

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide oral interpretation at those meetings.

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Curriculum Night	September	School staff have access to free over-the-phone interpretation (OPI) in over 350 languages through the DOE's contracted vendor, Linguistica International. This service is available 24 hours a day, seven days a week. If there is a need for an in person interpreter, Formal interpretation requests may be submitted to Geneva Worldwide. The DOE's Office of Sign Language Interpreting Services (OSLIS) supports the central office and public schools by providing interpreting services between English and American Sign Language. OSLIS also provides assessments of sign language fluency. Services are available by contacting OSLIS at OSLIS@schools.nyc.gov.
Parent Teacher Conferences	November, May, June	Select school staff are available to interpret in English/Spanish. School staff have access to free over-the-phone interpretation (OPI) in over 350 languages through the DOE's contracted vendor, Linguistica International. This service is available 24 hours a day, seven days a week. If there is a need for an in person interpreter, Formal interpretation requests may be submitted to Geneva Worldwide. The DOE's Office of Sign Language Interpreting Services (OSLIS) supports the central office and public schools by providing interpreting services between English and American Sign Language. OSLIS also provides assessments of sign language fluency. Services are available by contacting OSLIS via email at OSLIS@schools.nyc.gov.
IEP Meetings	September -June	Free translation services into any language are available for Individualized Education Programs (IEPs) for students in public schools and Committees on Special Education (CSEs) via the T&I Unit's Special Education Division. Staff may submit a request via the Translation IEP (TIEP) Request Form.

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:  (A) a school-wide emergency (i.e. lockdown, fire, etc..)	Select school staff are available to interpret in English/Spanish. For other languages, school staff would access over-the-phone interpretation in over 350 languages through the DOE's contracted vendor, Linguistica International. This service is available 24 hours a day, seven days a week over the phone. Electronic interpretation and translation is used in an emergency situation.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Select school staff are available to interpret in English/Spanish. For other languages, school staff would access over-the-phone interpretation in over 350 languages through the DOE's contracted vendor, Linguistica International. This service is available 24 hours a day, seven days a week over the phone. Electronic interpretation and translation is used in an emergency situation.
(C) If a parent has an emergency and needs to contact the school.	Select school staff are available to interpret in English/Spanish. For other languages, school staff would access over-the-phone interpretation in over 350 languages through the DOE's contracted vendor, Linguistica International. This service is available 24 hours a day, seven days a week over the phone. Electronic interpretation and translation is used in an emergency situation.

## PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Distributed by staff email, paper copies and thumb drive.
Over-the-Phone Interpretation Desk Aid	Paper copies and staff email
Language Access Handbook	Paper copies and staff email
T&I Unit InfoHub Link	Staff email

<p>1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor's Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>At the opening conference, Chancellor's Regulation A-663 will be distributed. Parent Coordinator will turnkey Language Access training and distribute the Language Access Handbook in September. Interpretation access information (Linguistica) will be disseminated to staff via email.</p>
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**PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE**

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent's Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>The school will provide parents language is other than English with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's: 1. health; 2. safety; 3. legal or disciplinary matters; 4. entitlement to public education or placement in any special education, English language learner or non-standard academic program; and 5. permission slips/consent forms. When the Translation and Interpretation Unit, a school, or a central or regional office is unable to provide required translation into one or more covered languages, it must provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document. The school will distribute the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available. The school has posted a sign in each of the 350 available languages at the DOE Translation Unit and the most prominent covered languages, indicating the availability of translation services. The DOE messaging app is used to provide messaging capabilities with translation available for all messages.</p>
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**PART E: MONITORING PROVISION OF LANGUAGE SERVICES**

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>The Language Access Coordinator distributes the Survey on Language Access to all parents with a preferred language other than English via email and through the DOE messaging app. Results are tabulated and reviewed by the Language Access Coordinator and administration.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>The school is committed to improving the consistency with which translation services are used. The school secretary will forward all parent communications to the translation bureau or access the available translated templates for generic school letters, i.e. parent teacher conferences and message through the DOE messaging app with translation immediately available. The school will recreate Language Access Parent Survey as a google form that parents can complete on a school ipad at school events, arrival and dismissal and when visiting the main office. This will provide ongoing data regarding parent satisfaction.</p>

**APPENDIX 3: TITLE III (LEP) APPLICATION**

**TITLE III OUTLINE**

Title III Supplemental Program for ELLs for SY 2022-23

**DIRECTIONS:** Title III supplemental services for English Language Learners (ELLs) must include the following three components:

**Direct instruction** activities must be used to support language development, English and home language instruction, high academic achievement in math, and/or high academic achievement other core academic areas. The Title III supplemental instructional services must be based on student need. These supplemental services should complement core bilingual and ENL services required under CR Part 154. Direct supplemental services should be provided for before school, after school, and Saturday programs. Teachers providing the services must be bilingual education and/or English for Speakers of Other Languages (ESOL) certified teachers.

High quality **professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms." Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

**Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs. These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to professional development, 10% to parent engagement, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your **Senior ELL Compliance and Performance Specialist**. Any updates or revisions to this plan must be made through the **iPlan portal**.

## PART A: SCHOOL INFORMATION

Name of school:	PS 182
DBN:	08X182
<b>NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.</b>	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

## PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	24
Total # of teachers in this program:	3
# of certified ESOL/Bilingual teachers:	1
# of content area teachers:	0

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	<p>The RSFS report reflects that in the 2022 school year, 9 students are considered to be entering or emerging level of language acquisition, 7 students are considered to be at the transitioning level , 12 students are considered to be at the expanding or commanding level . Crucial to ELL students’ academic success in math is access to teaching that reflects the CCLS and NGLS emphasis on communicating mathematical reasoning to deepen content knowledge. Important to the academic achievement of ELLs in literacy is scaffolded literacy instruction which reflects the CCLS and NGLS, vocabulary development and writing. The Title III budget is used to support remote supplementary instruction in reading in the content area in Grades 3-5 including former ELL students who received a score of commanding in an after-school reading program. Grade 3-5 ELL students are invited to participate in a 3 day a week after school reading program. Students receive 60 minutes of whole group and small group supplemental reading instruction There will be 3 classes formed will be led by either the ELL certified teacher and 2 common branch licensed teachers. The program is projected to run approximately 13 weeks for 39 sessions starting on January 10, 2023 and ending Wednesday April 26 , 2023. The Language Power Program provides additional instruction in reading, writing and listening in the English language which will be supplemented with guided reading text sets. The cost of the materials are supplemented with the Title I OTPS budget. The teachers of the program will meet with administration once a month for 4 sessions for collaborative planning/data analysis facilitated by the ESL teacher. The students will be assessed using the program's end of unit assessments and informal running records (F&amp;P leveling system) (pre and post). Data will be collected and analyzed during scheduled professional development time. Program notification will be distributed in the student's home language as applicable using the Adult Preferred Language Report. Notification documents and permission forms will be sent to translations@schools.nyc.gov in all applicable languages. Distribution is scheduled for Tuesday, December 13, 2022 with as follow up on January 3, 2023. Attendance is taken daily. Parent outreach calls are made as needed in Spanish by Ms. Galifi, ENL Teacher or by a staff member or through the Translation Office "over the phone translation".</p>
<p>Rationale</p>	<p>The RSFS report reflects that in the 2022 school year, 9 students are considered to be entering or emerging level of language acquisition, 7 students are considered to be at the transitioning level , 12 students are considered to be at the expanding or commanding level . Crucial to ELL students’ academic success in math is access to teaching that reflects the CCLS and NGLS emphasis on communicating mathematical reasoning to deepen content knowledge. Important to the academic achievement of ELLs in literacy is scaffolded literacy instruction which reflects the CCLS and NGLS, vocabulary development and writing. The Title III budget is used to support remote supplementary instruction in reading in the content area in Grades 3-5 including former ELL students who received a score of commanding in an after-school reading program.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>Eligible ESL students in Grades 3-5 (2022-23) will be served including commanding students and students with IEP's.</p>
<p>Schedule and duration</p>	<p>After school supplementary reading instruction will be provided 3 times a week for 1 hour each time on Tuesdays, Wednesdays and Thursdays. The program starts on Tuesday, January 10, 2023 and ends on April 26, 2023.</p>
<p>Language of instruction</p>	<p>English</p>
<p>Number and types of certified teachers</p>	<p>1 ESL certified teacher 2 Common Branch Teachers</p>
<p>Types of materials</p>	<p>Language Power Program Supplementary guided reading sets</p>
<p>Include any additional details here:</p>	<p>NA</p>



The direct instruction component of the program will consist of (check all that apply):	,After School
Grades to be served in this program. Select all that apply.	,3,4,5

**PART C: PROFESSIONAL DEVELOPMENT**

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ teachers to receive training</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> </ul>	<p>Professional Development is scheduled on Tuesday and Thursday from 8:00 -8:30 a.m. for the 2021-22 School year. The professional development is at no charge to Title III. All staff participate in professional development designed to meet the needs and interest of the staff. All staff receives ongoing professional development in the implementation of the independent reading and implementing the reading conferences (Seravallo) and the Science of Reading including the use of ESL methodologies and strategies. The licensed ESL teacher will work with the teachers to enhance their understanding of language acquisition and focusing on the needs of ELL students. Four sessions will be scheduled to review and analyze achievement data for the participating ELL students. The ESL teacher will receive on-going training at scheduled meetings as available through District 8 citywide training. Title III teachers will meet 2x on a scheduled Monday in January and March for program specific professional development. . A professional development calendar outlines dates and topics starting in September 2021 and continuing through June 2022. Additional topics and data dives are scheduled during professional development days, grade level meetings and faculty conferences. Classroom teachers, Content Area teachers, Academic Intervention teachers, the ESL teacher, Test Coordinator, Principal and Assistant Principals are scheduled to attend. Professional development in ELA and Mathematics is provided by the district to select teachers who attend the ongoing training in literacy and math for effective teaching practices. These staff members with the support of District 8 turnkey the training to all staff at professional meetings. "Respect for All Training" has been scheduled. The Guidance Counselor will provide professional development on this topic to all staff.</p>
<p>Rationale</p>	<p>By providing professional development to teachers in both best practices in teaching reading, ESL methodologies and data analysis, teachers can identify factors to improve student performance and adjust their instruction to match. Teachers build their lesson plans with the findings from student data , focusing on improving any skill deficiencies, as well as understanding which learning activities and teaching methods have been successful.</p>
<p>Teachers to receive training</p>	<p>All teachers receive professional development in improving teaching practices in Reading. Participating teachers in the Title III program will be scheduled for 2 sessions to receive professional development in best practices in ESL methodology, data collection, data analysis and common planning.</p>
<p>Schedule and duration</p>	<p>Professional development is scheduled twice a week on Tuesdays and Thursdays from 8:00-8:30. Participating teachers will also be scheduled on Monday (dates TBA) in January and March on a scheduled Monday for after school for professional development from 3:00 to 4 p.m. as part of the Title III program.</p>
<p>Topics to be covered</p>	<p>Best practices in teaching reading to ESL students Data collection/analysis Using data to adjust instruction</p>
<p>Name of provider</p>	<p>Maria Galifi ESL Teacher Mary Oldak / Michelle Vargas Assistant Principal</p>
<p>Include any additional details here:</p>	<p>NA</p>

## PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> <li>▪ how parents will be notified of these activities</li> </ul>	<p>Begin description here: These programs are at no charge to Title III. The Adult Preferred Language Report (RAPL) is generated to determine the oral and written translation needs of the parents. Parents are notified of all opportunities through written notification in their home language as available through the translation unit. Staff members (Assistant Principal, School Aide and SchoolSecretary ) at P.S. 182 will provide Spanish translation and outreach to make parents aware and involved in the child/ren education at: • Parent Meetings • Town Halls • Parent Teacher Conferences • Parent/Teacher meetings • Parent Workshops • Principal/Parent Meetings Workshop topics and schedule: September - Annual Title I Meeting Presenter: Mary Oldak, Asst. Principal September Acadience and DRP Screeners Presenter: Mary Oldak/Michelle Vargas October - Independent Reading Presenter Dawn Gerardi, AIS Teacher November- Middle School Choice Presenter Ms. Batis Gelpi, Guidance Counselor November - Independent Reading Part 2 Presenter: Dawn Gerardi, AIS Teacher December -Family holidays read aloud and cooking workshop Presenter: Ms. Cerfeda, Librarian January - iReady Program Presenter: Ms. Silkman, Guidance Counselor February - Help Your Child Prepare to take the New York State Tests Presenter: Jennifer Silkman, Guidance Counselor January/February- Language Power Program Presenter: Ms. Galifi, ESL Teacher. April - Internet Safety and Free Educational Websites for Children Presenter; Guidance Counselors Silkman and Batis-Gelpi May- Summer Learning Workshop Presenter: NYC Public Library Librarian</p>
<p>Rationale</p>	<p>PS 182 provides workshops on topics of interest to parents. We strive to provide parents with knowledge and tools to engage them in their child's education. When parents are involved in their children's education, students' academic achievement increases. it also has a positive influence on student attitude towards school and learning and behavior. Professional development provided parents with the tools they need to get involved in their child's education.</p>
<p>Schedule and duration</p>	<p>Once a month time and dates TBA</p>
<p>Topics to be covered</p>	<p>Workshop topics and schedule: September - Annual Title I Meeting Presenter: Mary Oldak, Asst. Principal September Acadience and DRP Screeners Presenter: Mary Oldak/Michelle Vargas October - Independent Reading Presenter Dawn Gerardi, AIS Teacher November- Middle School Choice Presenter Ms. Batis Gelpi, Guidance Counselor November - Independent Reading Part 2 Presenter: Dawn Gerardi, AIS Teacher December -Family holidays read aloud and cooking workshop Presenter: Ms. Cerfeda, Librarian January - iReady Program Presenter: Ms. Silkman, Guidance Counselor February - Help Your Child Prepare to take the New York State Tests Presenter: Jennifer Silkman, Guidance Counselor January/February- Language Power Program Presenter: Ms. Galifi, ESL Teacher. April - Internet Safety and Free Educational Websites for Children Presenter; Guidance Counselors Silkman and Batis-Gelpi May- Summer Learning Workshop Presenter: NYC Public Library Librarian</p>
<p>Name of provider</p>	<p>Assistant Principals, AIS Teacher and Guidance Counselors</p>
<p>How parents will be notified of these activities</p>	<p>Parents receive flyers electronically and a paper copy sent home. All flyers and letters are in English and translated into the home languages.</p>
<p>Include any additional details here:</p>	<p>NA</p>

## PART E: BUDGET

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	7310/1218/1218	Teachers and supervisor per session. Supervisor will also provide PD.
Purchased services -High quality staff and curriculum development contracts.	0	N/A
Supplies and materials -must be supplemental -additional curricula, instructional materials -must be clearly listed.	2436	Language Power workbooks, texts, teacher's materials, paper, notebooks, take home library books
Travel	0	N/A
Parent engagement	0	provided at no cost to the Title III program
TOTAL	12182	Per session and instructional materials

Allocation Amount (\$):	12182
This school is (select one):	Conceptually consolidated (skip Part E of this document)

## APPENDIX 4: TITLE I PROGRAM INFORMATION

### TITLE I PROGRAM INFORMATION

#### Part 1: Title I Program Type

**Title I Requirements and Strengthening Title I Parent Involvement:** Under USDE's Every Student Succeeds Act (ESSA), Title I schools are required to address professional learning and parent and family engagement in the Comprehensive Education Plan (CEP). To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools are required to establish a Title I Parent Advisory Council (PAC) that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the spending of Title I funds.

The SLT is responsible for facilitating consultation with the Title I Parent Advisory Council regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. The Title I Parent Advisory Council (PAC) Chairperson (or alternate) is expected to attend all regular meetings of the School Leadership Team (SLT). Title I parents, as represented by the Title I PAC Chairperson, must be consulted regarding the use of the Title I 1% set-aside for parent and family engagement. The Title I 1% set-aside funding is used to supplement parent and family engagement activities as described in the school's Parent and Family Engagement Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on the Title I Parent Advisory Council (PAC), go to the **Protocols and Timeline for Title I Parent and Family Engagement Activities** document.

**Directions:**

- All schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section or Area of Concentration where the response can be found.
- For additional information, visit the **Title I Program Description** (US Department of Education).

Your school's Title I Program	Title I SWP
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## Part 2: All Title I Schools

<p><b>High Quality and Ongoing Professional Learning:</b> Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Section 5 English Language Arts, Section 5 Mathematics -A school-wide annual professional development calendar based on staff and student needs was created to provide differentiated training and support to teachers, paraprofessionals and administrators. Key staff are identified to attend District training as applicable and scheduled on the District 8 annual professional development calendar. A school Instructional Leadership Team is formed to identify topics of interest or need for study in Professional Learning Communities. Key Teachers were identified and encouraged to join the Professional Development Team. The staff was surveyed and student and teacher achievement data reviewed to make informed decisions on developing topics for PLC study. Staff self-select and run the PLC. Staff share findings at the end of the cycle. AIS Teachers (K-2) provide support in the classroom to identified teachers in best practices in English Language Arts (ELA) and in differentiating instruction for groups of students (funding permitting). A lead teacher is identified to attend District 8 ELA professional development which provides support in best practices in ELA and in differentiating for groups of students. The teacher turnkeys the professional development to the staff. A lead teacher is identified to attend District 8 Math professional development which provides support in best practices in mathematics and in differentiating for groups of students. The teacher turnkeys the professional development to the staff. Pre-kindergarten teachers receive monthly professional development in the classroom through both the NYC Explore Instructional Coach and the Early Childhood Instructional Coordinator. The Explore Coach provides support and professional development in implementing the Units of Study, social and emotional development of young children and in best practices in early childhood education. A lead teacher is identified to attend District 8 Early Childhood professional development. The teacher turnkeys the professional development to the Early Childhood teachers and paraprofessionals 93K and PreKO</p>
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## Part 4: Schoolwide Program (SWP)

<p><b>Transition Plans to Assist Preschool Children (Elementary Schools Only):</b> Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD &amp; parent involvement activities, sharing of records/information, early intervention services, etc.).</p>	<p>The professional development activities of preschool and kindergarten teachers are coordinated to align pre-kindergarten and kindergarten curricula and goals. Pre-kindergarten parents are invited to all parent workshops. Kindergarten and pre-kindergarten teachers visit each other's classrooms. Pre-kindergarten teachers provide the future kindergarten teacher with children's portfolios of their learning during preschool. Teachers share information in cases where a child may need extra support in order to experience success in school.</p>
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## Part 5: "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below,** indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

For the last two columns of this table: Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, the Area of Concentration (AOC) that references where a related program activity has been described in this plan.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	468906	X	Section 5, section 6, section 7
Title I, SWP Carryover	Federal	37045	X	section 5, section 6
			X	
Title III, Part A	Federal	12182	X	Appendix 3
TL FSF Floor Raise	Local	172476	X	Section 5, section 6
Title IV	Federal	7451	X	section 5
Tax Levy (Fair Student Funding)	Local	3,193,515	X	Sections 4,5 and 6
TL ELA/Math Student support	Local	22035	X	section 6

## Explanation/Background

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 1003(a), School Improvement: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

**Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with

an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to immigrant students, in the areas of English language acquisition and content area achievement. Immigrant children and youth are defined as individuals who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state. "State" means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.
- **Title IV, Part A:** Title IV funds are for schools that are among those with the greatest needs, have the highest numbers of students from low-income families, are identified for CSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing
- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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## APPENDIX 6: SUBMISSION ASSURANCES

### APPENDIX 6: SUBMISSION ASSURANCES

#### Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If

the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.

- The CEP will be implemented no later than the beginning of the first day of regular student attendance.
  - Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
-